



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Driving Competitiveness and Innovation: Digital Transformation and Postgraduate Aspirations Amid COVID-19

Jyoti D. Gorane

Asst. Prof. at RCPET's Institute of Management Research and Development, Shirpur,
Dist – Dhule

Dr. Ameya C Lohar

Asst. Prof & Head, Department of Commerce and Business Law
GDM Arts, KRN Commerce & MD Science College Jamner, Dist – Jalgaon

Abstract:

The COVID-19 impacted entire world in order to break destabilization, it changes approaches of organization and personal desires. On one Side, Companies are frequently in process to make sustainable innovation and sustainable digitalization to stand erect in uncertain market. On another side, in case of postgraduate educational motivation and decision making, students confronted with unprecedented difficulties. So in this article analytical focus on the similarity between two fields were discussing in post pandemic world, that how the strategies of innovation and digital competitiveness could be used to educate and motivate resilient education. To bring larger aspects of socio-economic transformation that is brought by crisis, this research connects student motivation and organizational adaptation. The paper uses literature, case studies, and survey findings as inputs to discuss the role of digital tools, online learning ecosystems, and sustainable innovation practices on postgraduate aspirations. It opines that those principles that make organizations competitive (adaptability, resilience, and innovation) apply equally in the case of higher education where students are seeking meaningful, future-driven channels. It indicates that not only increased speedy digital adoption but also remodeled the perceptions of postgraduate education, placing it as an investment in personal competitiveness and societal development. Finally, the paper explains why coordinated strategies are required to make the institutional innovation and student motivation align and both an economy and educational system prosper in a post-COVID world

Keywords: Competitiveness, Innovation, Digital Transformation

Introduction

The COVID-19 pandemic was one of the most disturbing states of the world crisis in recent history, transforming economies, society, and educational systems. The organizations in any industry were forced to intensify the digital transformation process and implement sustainable innovation initiatives to keep up with the competition in the dynamic markets. Meanwhile, people, especially students, struggled with the fact of not knowing their future, doubting the worth, the possibility and the incentive of seeking postgraduate studies in a fast evolving world. This two-fold effect demonstrates that institutional resilience is closely related to personal ambitions, and it is necessary to explore the intersection of competitiveness and innovation and educational motivation in the post-pandemic period. The digital transformation was found to be one of the major survival and growth keys in the pandemic. Companies adopted new sophisticated technologies, distance work arrangements, and evidence-based decision-making to help them cope with unexpected difficulties. Those changes not only preserved the organizational competitiveness but also transformed the meaning of the innovation into terms of sustainability, agility, and resiliency. The experiences built during this transformation can be applied not only at the corporate level but also in the educational background and student motivation

to pursue a post-graduate degree, as the pandemic has significantly impacted the drive and willingness of students to continue their education despite the difficulties posed by uncertainty, the necessity to study, and future opportunities. Traditional learning routes were interfered with by lockdowns, financial turmoil, and the issue of health, and online learning became the most common form of teaching. This change provoked doubts concerning the quality, accessibility and long-term value of higher education to many students. However, it also brought new opportunities, such as digital learning systems, flexible learning and global-collaboration opportunities, which reflected the trends of innovation and competitiveness on a larger scale. These motivational dynamics are vital to comprehending the ways to plan teaching strategies that appeal to the dreams of students in the world that has changed. The paper puts the postgraduate motivation into the framework of digital transformation and sustainable innovation. It mediates organizational and educational viewpoints in its reasoning that the ideals of competitiveness, namely, adaptability, resilience, and innovation, also apply to higher education. The paper discusses the process of institutional change and personal reflection that the pandemic triggered, providing a chance to implement strategic innovation with student expectations. Finally, the paper is aimed at making some contribution to the comprehensive discourse of how the societies can prosper in the post-COVID world by combining economic competitiveness with educational resilience

Review of literature

Hasan (2023): The COVID-19 epidemic has had adverse effects on the global health system, causing devastation to socioeconomic operations such as education. The Covid-19 crisis, however, cannot be perceived as simply a time of instability, but rather at a time of swift adoption of digital technologies, which has resulted in more of an increase in the usage of digital technology and subsequently a digital transformation of the education sector. In this paper, we give solid considerations on whether or not the COVID-19 outbreak has increased the pace of digital transformation in the education sector. The paper is premised upon theoretical researches entailing literature survey and official reports in the framework of the digital transformation of higher education in the context of Covid-19. This study will enable institutions of higher learning to reconsider their approach to such rapid digital revolution. This study could be helpful to startups and established businesses who are interested in researching or exploring the opportunities of digital transformation.

Evangelia and Kamariotou (2022): The pandemic has made businesses that have been impacted make the realization of the need to integrate digital transformation into their business. Nevertheless, due to lockdown in the market, they acknowledged that they had to digitalize their companies as soon as possible and put more efforts to improve their economic state by incorporating more technological elements. Although many studies have been carried out on the adoption of digital transformation in small-medium enterprises, no research has been conducted on the implementation of the digital transformation in the particular industry of driving schools. In this paper, the importance of digital transformation and the possibility of applying the digital transformation to the business environment of this industry and how it can be implemented to enhance the performance and innovation capabilities are being explored. This research was based on 300 driving instructors in Greece and Cyprus. The data was analyzed by means of multivariate regression analysis. The findings indicate a rather positive response and recognition of the raising pace of digital transformation by driving schools. The findings also provide driving school owners with necessary information that will enable them demonstrate the significance of digital transformation to their businesses. Based on the results of this study, driving schools will be capable of enhancing their working capacities and speed up in their development in the post-COVID period

Tripath (2021): During the Covid-19 epidemic, digital technologies are making significant contributions to the de facto fight in the business and society. Stated differently, there is also a huge opportunity of digital technologies presented by the pandemic. The organizations are laying emphasis on business resilience and recovery plans in the post Covid-19 situation by digital transformation and management. Business resilience requires procedures and individuals who ensure the remorseless business activities. Digital transformation is the one which makes businesses resistant and capable of conducting the core business operations in a resilient and disaster recovery manner. This paper uses a conceptual framework to gain insights into the factors of digital transformation in the post-Covid-19 business environment. The determinants are classified in terms of human factors, organizational factors and technology related factors. They are employee health and safety, virtual work, remote work, business resilience and business recovery, business process automation, technology preparedness and, cybersecurity risks. The research will contribute to the application of conceptual framework of digital transformation in the business during the post-Covid-19 period in accordance with the inclusion of human, organizational and technological factors

Objectives of the Study:

1. To analyze how digital transformation and sustainable innovation strategies enhanced organizational competitiveness during the COVID-19 pandemic, highlighting lessons that can be applied to educational institutions and postgraduate learning ecosystems
2. To examine the impact of the COVID-19 pandemic on student motivation for pursuing postgraduate education, with a focus on how digital learning platforms, flexible study models, and perceptions of value influenced aspirations
3. To explore the intersection between organizational resilience and individual educational aspirations, identifying how principles of adaptability, innovation, and competitiveness can inform both institutional strategies and student decision-making in the post-pandemic era

Hypotheses of the Study:

H₀- The COVID-19 pandemic does not significantly influence student motivation for pursuing postgraduate education, with digital learning ecosystems and flexible study models positively moderating this relationship
H₁- The COVID-19 pandemic significantly influenced student motivation for pursuing postgraduate education, with digital learning ecosystems and flexible study models positively moderating this relationship

Scope of the Study:

This paper is dedicated to the two-fold influence of the COVID-19 pandemic on the organizational competitiveness and postgraduate education motivation among students. The scope on the organizational aspect includes the role of the digital transformation and sustainable innovation as the strategic tool of resilience and growth amid the crisis. It investigates the ways in which companies in the various industries used technology, data-driven initiatives, and sustainability-based approaches to keep up with the competitive environment in the uncertain markets. The study is not bound to one industry but based on cross-sectoral knowledge to emphasize the general trends of accommodation and innovation. Concerning the education aspect, the research analyzes the impact of the pandemic on the aspirations and motivation of the students to have postgraduate education. The areas of interest are the shift to online education, the perceived importance of higher education in unstable conditions, and the mental and socio-economic conditions affecting students in making choices. Although the sample size is mostly on postgraduate students, the results are put into perspective of the higher education trends in general, and they provide an understanding of the ways the institution may undergo digital innovation to be in tandem with the changing student expectations. Combining these two areas, the research will help introduce a multi-dimensional view of how organizational strategies and personal educational options converge in the post-pandemic era. It is conceptual and exploratory in scope, relying on the literature, case study, and survey-based evidence, as opposed to being limited to a particular geographic area or field. That is why the research can be applied to management and education scholarship and provide practical implications to policymakers, institutions, and students who lead their lives in a changed global environment

Research Methodology of the Study:

The research relies on a thorough evaluation and analysis primarily using primary data. The primary sources consist of post graduate students. A study is conducted in the selected areas to assess its effects, for which a comprehensive questionnaire has been developed to gather pertinent information from the primary sources to aid the researchers. Utilizing the questionnaire, in-depth discussions were held with specific primary data sources to comprehend their perspectives, thoughts, and attitudes, which would assist the researchers in providing useful recommendations if applicable. The responses from the questionnaire are analyzed through statistical methods such as tabulation, grouping, percentage calculations, averages, and hypothesis testing. The questionnaire is primarily employed to gauge the opinions of post graduate students

Research Area

Researchers selected post graduate students from Dhule district. Sample sizes of 100 post graduate students have been taken. Researcher collects data through Primary and Secondary sources. Researcher distributed 100 questionnaires among the respondents

Limitations of the study

1. The study is based on limited geographical area.
2. Further variables could be added for the purposes of detail study

Data Analysis

Researcher prepared the questionnaire for respondents and distributed it among them. After receiving the questionnaire researcher analyse the questionnaire.

Table No1
Information of questionnaire

Sr. No	Respondent	Questionnaire distributed	Questionnaire received	Questionnaire rejected (due to incomplete, wrongly filled etc)	Net Sample size for study
1	Post Graduate Students	100	95	3	92

Testing of Hypothesis

H₀: The COVID-19 pandemic does not significantly influence student motivation for pursuing postgraduate education, with digital learning ecosystems and flexible study models positively moderating this relationship

H₁: The COVID-19 pandemic significantly influence student motivation for pursuing postgraduate education, with digital learning ecosystems and flexible study models positively moderating this relationship

Mathematically

Sr No	Aspects	% of respondents who agreed with the issue either very strongly or strongly	S.D.	H ₀	H ₁	Z value	p value	Decision
1	Adoption of Digital Tools	0.79	0.02	P= 0.5	P ≠ 0.5	16.63	0.0000	Reject H ₀
2	Perceived Competitiveness	0.73	0.02	P= 0.5	P ≠ 0.5	11.67	0.0000	Reject H ₀
3	Sustainable Innovation Practices	0.72	0.02	P= 0.5	P ≠ 0.5	11.18	0.0000	Reject H ₀
4	Quality of Online Learning	0.69	0.02	P= 0.5	P ≠ 0.5	9.34	0.0000	Reject H ₀
5	Motivation for Postgraduate Education	0.69	0.02	P= 0.5	P ≠ 0.5	9.45	0.0000	Reject H ₀
6	Flexibility and Accessibility	0.69	0.02	P= 0.5	P ≠ 0.5	9.34	0.0000	Reject H ₀
7	Economic and Psychological Factors	0.69	0.02	P= 0.5	P ≠ 0.5	9.34	0.0000	Reject H ₀
8	Future Readiness and Career Competitiveness	0.65	0.02	P= 0.5	P ≠ 0.5	7.34	0.0000	Reject H ₀

***level of significance is 0.05**

Thus, our null hypothesis The COVID-19 pandemic does not significantly influence student motivation for pursuing postgraduate education, with digital learning ecosystems and flexible study models positively moderating this relationship is rejected. Alternatively, we accept our alternative hypothesis The COVID-19 pandemic significantly influence student motivation for pursuing postgraduate education, with digital learning ecosystems and flexible study models positively moderating this relationship

Findings

1. Sustainable innovation and digital transformation have greatly contributed to the development of organizational competitiveness in the COVID-19 pandemic. Firms using sophisticated technologies, remote working, and sustainability-related practices were found to be more resilient, flexible and market-relevant than those based on the conventional model.
2. Digital learning ecosystems have been critical in reshaping the motivation of students towards postgraduate learning due to the pandemic. The early decline of interest in postgraduate studies due to economic uncertainty and health issues shifted into a revival of interest in postgraduate studies due to the presence of flexible online course options and opportunities to work on projects and collaborate globally to secure their future competitiveness.
3. There is a solid point of intersection between resiliency in organizations and student aspirations. Adaptability, innovation, and sustainability served as the core values that had propelled business competitiveness and the values were also used to guide how students viewed postgraduate education, putting advanced learning as a key strategic investment in personal and professional development during the post-pandemic period.

Conclusion

The COVID-19 pandemic was a shock and also a catalyst, and organizations have to speed up digital transformation and adopt sustainable innovation as one of the key strategies to survive and be competitive. Those businesses which reacted fast proved to be resilient, agile, and relevant in the long term, which can be useful to other industries, including the education sector. These changes underscore the fact that competitiveness in the post-pandemic world will not be as characterized by efficiency or profitability, but rather in adaptability, sustainability, and capacity to utilize digital ecosystems to work to their advantage. Simultaneously, the pandemic redefined the reasons and goals of students who viewed postgraduate studies. Although uncertainty inhibited optimism at first, with the emergence of digital learning platforms, the ability to study at any time, and the ability to work anywhere globally, the idea of advanced education has rejuvenated the idea of competitiveness in personal and professional life as a goal. The overlapping of organizational resilience and student motivation highlights a common need of innovation and adaptability, which implies that the concept of organizational competitiveness can be also applied to motivate educational measures. Finally, the paper highlights the need to incorporate both the economic and educational viewpoints in the post-COVID context. Institutions and policymakers have the potential to promote organizational growth and resiliency in education by balancing the process of digital transformation and sustainable innovation with the changing student aspirations. This two-pronged focus also makes the societies well placed to prosper in an uncertain, transforming, and sustainable progress era

References

- [1] Hasan, Atik. (2023). Digital transformation in education amid of COVID-19
- [2] Nousopoulou, Evangelia & Kamariotou, Maria & Kitsios, Fotis. (2022). Digital Transformation Strategy in Post-COVID Era: Innovation Performance Determinants and Digital Capabilities in Driving Schools. Information. 13. 323. 10.3390/info13070323
- [3] Tripathi, Shailja. (2021). Determinants of Digital Transformation in the Post-Covid-19 Business World. IJRDO - Journal of Business Management. 7. 10.53555/bm.v7i6.4312
- [4] S. C. Gupta and V.K.Kapoor (2006). Fundamentals of Mathematical Statistics, Sultan Chand & Sons Educational Publishers, New Delhi
- [5] S. C. Gupta and V.K.Kapoor (2006). Fundamentals of Applied Statistics, Sultan Chand & Sons Educational Publishers, New Delhi